

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

Cunningham-powellL@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Louretta Cunningham-Powell
Consultant
Office of Education Improvement & Innovation

OR

Anne Hansen
Consultant
Office of Education Improvement & Innovation

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EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers...". To assist LEA's in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA's on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1	15 points	
Section 2	10 points	
Section 3	10 points	
Section 4	10 points	
Section 5	10 points	
Section 6	10 points	Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
26-4813945		Logical Choice, LLC.	
3. Name of Entity as you would like it to appear on the Approved List			
Logical Choice			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input checked="" type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	
		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Kietric Jenkins		Phone 313-643-5542	
Street Address 5575 Conner Suite 210		Fax 248-522-7045	
E-Mail kjenkins@logicalchoicellc.onmicrosoft.com		City Detroit	
		State MI	
		Zip 48213	
Website www.choiceoflogic.com			
7. Local Contact Information (if different than information listed above)			
Name of Contact Same as above		Phone	
Street Address		Fax	
City		State	
E-Mail		Zip	
Website			
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

The Comprehensive Improvements Services

Logical Choice LLC has been committed to working to improve the academic achievement of youths from urban, high poverty communities for years in order to assist school organizations make systemic changes to ensure students, teachers, and administrator's success. The Logical Choice Intervention Team has dispelled the myth that urban schools are incapable of achieving success because of students with low socio- economic status (SES), especially children of color and English Language Learners. It is our belief that the power of family-school partnering is an essential component of every educational community and is a major source of student achievement. The Logical Choice Intervention Team (LCIT) uses a multi-dimensional process in which schools, families, and communities engage in shared actions to ensure students' academic, social, and emotional success. Logical Choice has served students in urban elementary (**Marshall Elementary, Duffield Elementary**) and middle schools (**Brenda Scott Middle School, Blackwell K-8, University Preparatory Academy, New Horizon Academy**) that feed into urban high schools that involve a series of steps used to proactively manage and prevent many different types of behavioral problems in a positive manner. Logical Choice's mission is to reduce the high school drop-out rates in urban areas by providing early intervention education, reducing youth crime, substance abuse prevention and diversion services to youths who are in danger of entry or have entered the juvenile system by using Resource to Intervention, a multi-tiered system of supports to maximize student achievement and reduce behavior problems (One Common Voice- One Plan, MDE).

The **Mental Health** Component that we provide, coupled with **Behavioral Interventions** juxtaposed with the power of **Mentoring and Family-School** partnership (Title I, Section 1118, **Parental Involvement**: NCLB 2001 Act) are significant in improving student achievement. Title I, Part A, section 1118, identifies critical points in the process of improving teaching and learning where parents and the community can intervene and assist in school improvement. It provides good practice in engaging families in helping to educate their children because students do better when parents are actively involved in the education process both at home and school. Logical Choice's parent education program provides services for **Family Outreach** utilizing the Healthy Families America Model (HFA) with wraparound services to address youth and parenting issues for home-based services. We are committed to strengthening and enhancing the quality of family life by connecting families to schools to assist with academic achievement and regular communication.

Logical Choice recognizes the ramification of positive social, emotion and mental well-being as a precursor to optimal academic outcomes for at-risk students in urban middle and high school who are juveniles not older than 17 years and no younger than 7 years and are in danger of entry into the juvenile justice system; as defined in the Wayne County Ordinance 96-86 [Revised] 2-16-96. The Logical Choice Intervention Team (LCIT) is prepared to meet the fore- mentioned challenges with a proven record of success. Since 2008 Logical Choice's principles have operated programs that have assisted over 1,000 students, ages 7-17 and their parents improve academic skills, cognitive skills, behavior and self-esteem. These programs provided a number of "indicators of the effectiveness" of our program in increasing the academic proficiency and attendance rate of low-income, under-achieving students highlighted below.

- **Indicator 1:** AIM (Alternative Intervention Method) utilizes a holistic approach to bridge human service care through counseling to youths who exhibit problems with school and home. The primary goal is for students to “read at grade level” and engage parents in their child’s education according to No Child Left Behind (NCLB Act 2001, Section 1118). **Brenda Scott Middle School, 2010-2011**, 75% of 42 students increased academic performance and 95% of parents reported increased family communication with our program.
- **Indicator 2:** The Case Management Model uses specific treatment interventions that are based on the identified needs of the youth. Mental Health Clinicians/Substance Abuse Counselors coordinated all services, such as anger management, substance abuse, human sexuality, social development issues, problem solving and special interest areas. We reduced the delinquency rate of 42 students by 100% in the Substance Abuse Program at **Osborn and Southeastern High Schools in 2009**.
- **Indicator 3:** Academic Success for at-risk students is based on two pilot programs, **“Group Mentoring” and “In School Suspension”** at the **New Dixon Learning Academy under the present administration of Dr. Ora Beard**. Logical Choice provided the students in the program the opportunity to participate in group mentoring that involved academic enrichment/tutoring, self-esteem building, and team building exercises. The In School Suspension Program (ISSP) offered incentives and sanctions as part of the program. The incentives offered were for improvement in attendance, grades and behavior. September 2010- June 2011, 100% of 39 students improved in school attendance due to the ISSP, reduced the dropout rate, 100% of 42 youth maintained school enrollment and avoided dropout.
- **Indicator 4:** Career Development Program meets the Michigan Department of Education Standards and Expectation (Career Technical Education) and connects at-risk students through programming that include group based workshops and seminars that consist of career assessments, job career industry research, career plans, resume writing, job interviewing, job retention, customer service training and job shadowing.

Logical Choice’s principles according to the stated indicators have had success in the cognitive domain, as well as having recorded positive effects in the affective domain impacting student behavior, achievement and attendance. The comprehensive services of the Logical Systematic Program will provide a unique opportunity to use Best Practice research techniques while gathering data and implementing results that are specific to underperforming urban middle and secondary schools. Logical Choice’s programs focus on advancing academic achievement of at-risk students living in high poverty neighborhoods by providing skills, experiences and sustained relationships with near-peer role models through whom they can learn to achieve academically and become engaged learners and productive citizens. The implementation of research-based practices will focus on behavior that involves the mental health of the student, technology, parent involvement and Instructional Leadership. The core values that describe Best Practices are embodied in the following categories: parental involvement, student-centered education, teacher and staff focused and summative assessment with performance results.

The Logical Choice Intervention Team will support parents, students and teacher success and sustain improvement by implementing evidence-based practices. Fixsen (2005) describes sustainability of evidence-based practices and programs as intense and lengthy often requiring 2-4 years. The Logical Choice Systematic Program mirrors Fixsen stages and sustainability will be accomplished by focusing on the following and additional sustainability will be discussed in Exemplar #5:

- How the School Improvement Plan addresses programs for at-risk students who are failing one or more core subjects and 10 or more absences in the first 30 days
- How the school provide services for parents of students that are at-risk
- How the school determines the academic needs of high, mid, and low performing students, tracks attendance, grades and mobility rates
- How the school includes programs that adopt a comprehensive case management approach to provide student and family support
- How the school brings family counseling, substance-abuse treatment, family health services and comprehensive needs of students

The Logical Choice Intervention Team (LCIT) will provide direct support and implement the following steps: identify and analyze the problem; select the appropriate behavior for the intervention; model, finalize, and implement effective strategies; as well as use progress monitoring to determine the next steps to sustain improvement. The Logical Choice Intervention Team (LCIT) utilizes a unique Multi-systemic Therapy *Service Model with multiple components*, with a focus on tiered intervention. Each area of the delivery model has intense comprehensive services to equally address the family, staff and student needs. The Positive Action K-12 Model provides services that will improve student needs, whether it is parental involvement, academic, social, attendance or behavior. The Check & Connect Model provides effective job-embedded professional development activities to administrators, teachers, support staff, focusing on mental health, group mentoring, in school suspension, career development, intervention and technology. The Logical Choice Intervention Team (LCIT) intent is to work collaboratively with the parents, administrators, counselors, school psychologist, school leadership team, social worker, and teachers as a unit not in isolation.

The goal of the Logical Choice Intervention Team (LCIT) is to provide early identification of students who may be at-risk for academic failure coupled with antisocial behavior. Logical Choice desires to create long-term relationships with staff, parents and students essential in fostering sustainable improvement. To foster sustainable improvement in all areas, we will use the researched method of progress monitoring which is Curriculum-Based Measurement (CBM). Crucial to identifying at-risk students and helping them progress through high school is monitoring the various aspects of their performance such as, attendance, behavior, testing and educational history. Research findings suggest that the best method is to use Curriculum-Based Measurement (CBM), (The National Research Center on Learning Disabilities 2008). According to Fuch, L. and Fuch, D., 2008, Curriculum-Based Measurement is both reliable and valid. This monitoring method according to the report is used to monitor basic skills of students at the secondary school level and to measure their mastery of some core subjects.

Response to Intervention (RTI) reform efforts that seek increased student achievement reflect the premise that the quality of student learning is directly related to the quality of teaching (The National Commission on Teaching America's Future 1996). To be effective, job-embedded professional development is tailored to provide teachers with a way to directly apply what they learn to their teaching. A study was conducted in Pittsburgh, Pennsylvania, to show that enhanced teacher efficacy was demonstrated after JEPD provided systematic training in instructional interventions and related strategies pertinent to the needs of at-risk students to increase student achievement (Daniel L. Dukes, 1993).

The Logical Choice Intervention Team (LCIT) utilizes job embedded professional development training as a cornerstone to meet the needs of the parents, students, administrators, school leadership team, teachers, and support staff. The Job-embedded professional development model that is evidence-based "Motivational Interviewing" will focus on the following:

- Techniques for Using Data to Raise Promotion Rates ; increase attendance
- In School Suspension Program that will impact behavior and attendance of failing students, Mental Health, Substance Abuse and Career Development
- Innovative Approaches to build schools' and parents' capacity for strong parental involvement to assist in making Annual Yearly Progress (AYP)

The school's entire instructional staff will receive job-embedded professional development on Mental Health, Substance Abuse Education Awareness, In School Suspension and Group Mentoring Implementation Strategies. Teachers will also improve their delivery of instruction in the classroom as they utilize the strategies presented to them in the job-embedded professional development sessions. The Logical Choice Intervention Team (LCIT) will use a balanced summative assessment system as a part of gathering information. Summative assessment evaluation tools are used at the start of the year, mid-year and year-end and include student level data on attendance, behavior treatment and classroom performance. The goals of the School Improvement Plan (SIP) and our goals will be synonymous in order to evaluate and ensure mental health and academic progress.

Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Use of Scientific Education Research

The number of children and adolescents suffering from mental illnesses constitutes a public health crisis in this country. Sound mental health leads to academic success in school and is essential to overall health. More than 50% of the nation's dropouts come from 12% of the high schools in urban areas and suffer some form of mental illness. Each high school has two or more feeder middle schools in which students are already leading down the path of failure (Balfanz, Robert, 2009). Students who drop out of school sent strong messages of failure as early as grade 6, indicating that their high school experience will be influenced by their elementary and middle school years. According to research, students at-risk of school failure often have multiple needs and interrelated problem behaviors, such as, mental health issues, use of alcohol and drugs, possession of firearms and general disruptive behavior that impede academic success. On any given day, 20% of these students in a classroom with serious enough mental health problems will not receive support or service and their issues will shape and impact academic outcomes and lead to the current dropout rate in under-performing schools (Check & Connect for dropout prevention). Arlington Public Schools in Virginia offer a cutting edge unique multifaceted approach to meeting the mental health needs of its students. Strategies are implemented at the student, staff and community levels to provide intervention in the area of mental health (Mental Health Services in Schools, Arlington Public Schools, Arlington, Virginia) March 2012.

The Institute of medicine in 2009 reported on **mental health** prevention and promotion, that 50% of individuals with a mental health diagnosis first experience it by age 14, the end of middle school and the beginning of high school. Researchers interested in the impact of school-based mental health services have studied outcomes related to two areas, emotional/behavioral functioning and academic performance. Students are considered at-risk for several reasons, including: low levels of academic achievement, truancy, disability (particularly emotional and behavioral) poverty, substance abuse, and dependency, or family and home instability. A number of school-based interventions and programs have demonstrated positive outcomes in both of these domains (Catron, Harris, & Weiss, 1998, Tsoi-A. Fatt 2008). To achieve notable improvement in student social, emotional, behavioral, attendance and academic functioning requires an investment of time and effort for those implementing school mental health programs.

Annie E. Casey (2009) noted that an effective **mental health** program adopts several general principles. The programs should implement and do the following:

- Include individual academic tutoring, where necessary, that is based upon frequent diagnostic and prescriptive exchanges between the student and the teacher.
- Recognize different student needs, learning styles, and stages of development, and integrate the child's education with physical and mental health services, career and

technical training, and substance abuse.

- Engage various agencies and organizations – such as community-based organizations, social, physical and mental health service providers; workforce investment boards, and juvenile justice agencies – in partnership with certified school staff to provide support
- Response to Instruction and Intervention models that develop specific interventions targeted to a student's level and type of need
- Integrate systems of program delivery and evaluation that link school success to community and economic development efforts

The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school. Rose, Gallup & Elam (1997) stated that 86% of the general public believes that support from parents is the most important way to improve the schools. Decades of research show that when parents are involved students have: 1) Higher grades, test scores, and graduation rates, 2) Better school attendance, 3) Lower rates of suspension, 4) Decreased use of drugs and alcohol and 5) Fewer instances of violent behavior (Parent Teacher Association). Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of **parent involvement**: 1) Parenting, 2) Communicating, 3) Volunteering, 4) Learning At Home, 5) Decision Making and 6) Collaborating with Community (1995). School Districts must work with parents to develop policies according to No Child Left Behind Act (2001), section 1118. Logical Choice uses the Positive Action Model and the Healthy Families America Model (Wrap Around Services) to connect the dots by bringing families, schools and communities together for positive change.

Based upon research, **mentoring** students hold great promise in helping young people in life. Ellen Slicker and Douglas Palmer (1993) examined the effects of a school-based mentoring program on eighty-six at-risk 10th grade students. In examining outcomes, this study not only considers program involvement, but the quality of this involvement. Students were divided into two groups, effective mentoring and ineffective mentoring. Those students that were effectively mentored showed greater improvement in academic achievement and a lower dropout rate than students who were ineffectively mentored. According to the research, the return rates for the control group and the ineffectively mentored group were 74% and 69%, respectively as compared to 100% of the effectively mentored group. The results of this study indicated that having a mentor positively impacted the attendance and academic achievement of at-risk students.

One of the greatest concerns of teachers, administrators, and parents is the issue of classroom management. Providing a safe, supportive, and focused classroom that allows students an opportunity to learn and grow is a top concern for everyone involved in the field of education. The most severe problems and occurrences usually lead to either **In School Suspension (ISS)** or **Out of School Suspension (OSS)**. After the Chicago Public Schools adopted a zero tolerance discipline policy, school suspension increased 51% the following year (Ayers 2001). A study was conducted in the school district of Des Moines, Iowa to try and determine the effectiveness of In School Suspension (ISS) in its ten public middle schools and five high schools. Prior &

Tuller, (1991) suggested that in a large scale report that out of school suspension (OSS) was greatly reduced because of the half of the suspension were “in school”. This study is valuable because it illustrates that students most at-risk for suspension often have different home lives and peer groups that are likely to get them in trouble because of a lack of supervision while being suspended at home alone (Skiba 1999).

Middle school and secondary school students who miss 20 or more days in a year are at-risk of falling off the path to graduation. Students who exhibit poor behavior are also **not** experiencing academic success. There is also evidence that the application of OSS fail unevenly across racial lines. Linda M. Raffaele Mendez, Howard M. Knoff, and John Ferron (2002) studied the suspension rate and demographic variables of a large diverse Florida school district. Black males were the most frequently suspended sub group of students in middle and high school. It was determined that because many African-American students have low socio-economic status (SES), it is often assumed that the student’s economic background and home life lead to more disruptive behavior and hence, more OSS. One of the most powerful studies in advocating the use of In School Suspension (ISS) is the dissertation report by Larry Leapley (1997). After matching up twenty school districts with similar suspension rates in the state of Michigan, Leapley discovered the effect that an ISS program would have on the rate of violent acts committed by students. This study is important because it examines the modification of behavior caused by an ISS. The research data provided significant changes in behavior, truancy, parent involvement and academic progress that led to the positive effectiveness of **In School Suspension (ISS)**.

Logical Choice uses current evidence-based practice to guide and shape the foundation of the delivery of treatment and services and cites positive data in exemplar # 1, indicators 1, 2, and 3 that show academic and behavior modifications. We are committed to providing prevention and early intervention services to families with children ages 7- 17 (k-8-high school) who are at-risk. The Individual with Disabilities Education Improvement Act (IDEIA) 2004 and NCLB Act 2001 require the use of research-based instruction and interventions. The Logical Choice Intervention Team (LCIT) uses a tiered system of interventions that mirrors the Check & Connect Model (University of Minnesota) that received strong validation that produced substantial gains in attendance, academic course credits earned, promotion rates and graduation rates. Logical Choice is licensed by the Michigan Department of Licensing and Regulatory Affairs as a Substance Abuse Program under the Bureau of Health Professions. Logical Choice is licensed in: Early Intervention; Community Change, Alternatives, Information and Training (CAIT), Screening, Assessment, Referral, and follow-up (SARF), and Integrated Treatment; Case Management and Peer Recovery and Support. Our delivery services will provide therapeutic/prevention services for parents and youths who display negative behavior detrimental to the school climate/functioning that impede academic success in urban middle and secondary schools.

Exemplar 3: *Job Embedded Professional Development*
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Logical Choice utilizes data gathered from the School Improvement Plan and the needs assessment to plan sustainable services to **support the principal, leadership team, teachers, support staff and parents.** It is the goal of Logical Choice to train utilizing the fundamental principles and methodologies of “Motivational Interviewing” an evidence-based practice (Miller, W.R. & Rollnick, S. 2010). The on-going support and professional activities will increase the school’s capacity to build a positive school climate, increase student achievement and enable the staff to become self-sufficient. The timeline for JEPD will be based on the school’s and district’s calendars.

Professional Development	Year 1 ~ 2012-2013	School Actions	Professional Development	Year 2 ~ 2013-2014	School Actions
Introduce the programs to staff (Mental Health, In School Suspension and Group Mentoring) and parents (LSCO), gather all data, establish goals, benchmarks, objectives and mission, begin to train staff to administer/analyze screening/referral process School scheduling workshop to train staff, provide parent education workshop (Check & Connect Model) and schedule for the year. Curriculum Based Monitoring training for school staff implementing/assessing interventions First card marking collaborate with principal and staff early failure signs, review collected data (attendance, behavior, etc.) in-service staff on program, evaluate program. The on site team will continue to meet with staff as part of the coaching process. On-going problem solving interventions, Tier I	August-September 2012 October 2012 November 2012	Orientation and training plan for staff and students; administer screening tools provided from PD. Plan to involve family/community. Develop procedures for monitoring student intervention and create intervention integrity checklists. Provide an area for the ISS Staff will conduct additional training during staff meetings (vertical and horizontal); develop procedure for monitoring student intervention, prepare students to work with professionals (Mental Health Program) Review data and give feedback Recommendations. Professional learning activities in study groups (PLC), learning styles, include tutoring schedules, target interventions to specific needs of students, communicate to parents, home/school connection to increase student achievement	Orientation for year 2 with staff, focus on reducing multiple social issues and behavior, decreasing violence, substance abuse and increasing student safety; increase parental accountability, continue implemented programs, Tier 2 defined, principal/leadership team collaboration Continue professional development activities to reduce behavior/mental health issues that impede academic progress. Monthly reporting to staff and bi-weekly meetings with principal First card marking collaborate with principal and staff early failure signs, review collected data (attendance, behavior, etc.) in-service staff on program, provide support for Tier 2 teachers process and practice/family participates in process, Logical Choice’s behavioral expert oversees process	September 2013 October 2013 November 2013	Disseminate student data from the previous year to classroom teachers, list students who will be identified for Tier 2, design small group specifically for Tier 2, utilize data triangulation to match the intervention to student needs; early identification to keep problem behavior from becoming habitual, staff and small group meetings (PLC) Specific interventions to match students who are failing two or more core subjects, regular grade reporting of students in the program (mentoring, ISS and Mental Health behavioral services) Internal coaches meet to address problems of identified students, progress monitoring inform parents of procedural due process rights under IDEA 2004, study groups, demonstration, discussion of programs for sustainability, internal team readiness determines adaptation of small group/individual support, implementation of evidence based practices
Implement training for Positive K-12 model to staff, continue monthly reporting and bi-weekly reporting to principal/leadership team Mid-year reporting and evaluations, continue coaching and monitoring; on-going training. Continue to track students, grades, behavior, attendance	December 2012 January 2013	Response to problem behavior, recognize connection to academic and other initiatives; involve family, weekly meetings (PLC) Continue building level planning; data-based decision making for problem solving, create charts, report cards, attendance; behavior	Continue monthly reporting and bi-weekly reporting to principal/leadership team, internal coach training for sustainability Mid-year reporting and evaluations, continue coaching and monitoring; on-going training. Continue to track students, report cards, behavior, attendance	December 2013 January 2014	Make decisions about data collection relating to social-emotional behavior and academic of students in the mentoring and mental health programs Continue with PD activities that support RtI, make decisions using collected data on attendance, # of students attending ISS, parent participation, staff meetings, vertical and horizontal
Continue collecting data, group mentoring, ISS, monthly reporting to staff, coaching Review the multi-tiered interventions with principal/leadership team, parents, train staff to deliver interventions, continue to track students grades, attendance, behavior Review the systemic on-going needs assessment for PD planning, continue to identify and discuss RTI procedures and data collection for social-emotional skills that impede academic progress In-services continue with staff, ISS, group mentoring, monthly reporting/bi-weekly w/principal Assess what is/is not working in programs implemented during year 1. Modify training according to needs assessment and feedback evaluations Summer Institute Training for staff/parents	February 2013 March 2013 April 2013 May 2013 June 2013 July-August 2013	Analyze data at each grade level, continue training in vertical and horizontal levels Monitor and report in staff meetings the impact of RTI on student performance through charts, graphs, decline in behavioral aggression, attendance and suspension Continue to communicate to parents, continue progress monitoring, principal and leadership team continue to meet with Logical choice’s team. Construct team action plan to maintain benchmarks, peer coaching Presentations, study groups, outcomes/indicators, evaluations, begin to submit list of students for Tier 2 Staff conducts needs assessment to determine year 2 professional development needs, evaluate year 1 programs Training for peer coaches for sustainability	Continue collecting data, group mentoring, ISS, monthly reporting to staff, continue developing coaching skills Review the multi-tiered interventions with principal/leadership team, parents, train staff to deliver interventions, continue to track students grades, attendance; behavior Review goals and benchmarks, schedule problem solving team (internal coaches) regarding all Tier1 and 2 students, monthly reporting, group mentoring (tutoring), ISS Monthly reporting, monitor staff for take over, share results In-services continue with staff, ISS, group mentoring, monthly reporting/bi-weekly w/principal Submit to staff evaluation of programs for feedback, end of year 2 grant period, leave follow-up schedule with principal Success celebration for staff/parents, program ends	February 2014 March 2014 April 2014 May 2014 June 2014 July-August 2014	Ensure staff have access to the Logical Choice’s Team and trained coaches; arrange for additional PD if needed, problem solving using data To foster change additional days and sessions are employed for sustainability, intensity and duration are important factors for PD activities at this time, study groups, self assessment guided by PD activities, on-going support, trainers and coaches Coaches and staff begin to take on more responsibility of the programs to ensure success for sustainability Coaches begin to conduct in-services to staff during staff meetings Staff evaluation submit feedback, reduced dropouts, improved family communication, reduced aggressive behavior, reduction

1. Parent Support

Logical Choice will train parents to become full partners in their child's education by providing workshops on mental health, reading and math strategies to impact student achievement by meeting state and local test standards.

- Increase family-student-teacher partnership strategies
- Collaboration vs Confrontation
- Increase home/school communication

2. Principal Support

Successful JEPD requires principals as leaders of learners by being the facilitator. We will provide principals with training that will:

- Decrease aggressive and delinquent behaviors in school, introduce programs to staff; utilize data to drive decision-making, school wide interventions and monitoring student learning challenges
- Increase awareness of mental health issues of students and provide strategies for a school-based mental health program(substance abuse/behavioral issues)

3. Teachers and Support Staff Support

Logical Choice Intervention Team will train by implementing the following JEPD:

- Plan and design activities such as, peer coaching, one on one counseling for at-risk students
- Utilize data such as, demographics, and identify barriers that prevent instruction and ways to address challenges of mental health and substance abuse
- Use of multiple modalities; activities that focus on changing specific behaviors
- Data to analyze academic/behavior interventions for struggling students with special needs and the use of the referral mechanism

4. Leadership Team Support

The training for the leadership team will employ the following JEPD strategies:

- Offer support by co-facilitating a systematic approach to data-driven goals and decision-making
- Assist with building the capacity of the school to improve the following areas: 1) academic achievement, 2) safe and orderly schools, and 3) strong parent and community relations

5. Monitoring Success of Job-Embedded Professional Development

Data that will support Logical Choice's successful performance evaluation will be delivered in the form of feedback collected as inputs and outcomes. Inputs will include: school attendance, school suspensions/expulsions, pre/post testing, report cards, grade point average, drug knowledge scale, behavioral assessment for children (BASC2), number of parents attending family sessions/workshops and positive action sessions. Outcome documentation will be derived from reduced dropout, delinquency rates of targeted youth participants, improved family communication, and increased substance abuse education awareness. Professional development is on-going and Logical Choice is committed to produce valuable services to reduce mental health/behavior (social behavior change) that impedes academic achievement.

Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit:

Experience with State and Federal Requirements

The Logical Choice Intervention Team (LCIT) has a successful track record of meeting state and federal requirements, particularly related to federal grants. Currently Logical Choice manages current contracts with local government Wayne County (Children and Family Services) and federal administration the US Justice Department -Office of Juvenile Justice Detention and Prevention. Logical Choice is a current vendor with Detroit Public Schools District, Wayne County, The State of Michigan, and YMCA. The models we use are designed to integrate and align with state, federal and individual School Improvement Plans to provide a portfolio of comprehensive support services to improve student's mental health, reduce the high drop-out rate, increase parental involvement, and academic achievement. In 2008, the Director of Logical Choice acted as Project Director over the a Department of Education program for mentoring providing more than \$500,000.00 in services to youth from 2008-2010. In addition Logical Choice's Director acted as Manager of Family Service Inc. Detroit and Wayne County through United Way, "AIM (Alternative Intervention Method) Advantage Program" in the following Detroit Public Schools, Dixon Learning Academy, Duffield Elementary and Brenda Scott Middle School which provided more than \$500,000.00 in services. Logical Choice has a cadre of experienced team of professionals who are entrenched with skills that are capable of providing in school suspension, mentoring, conflict resolution, bullying, career development, parent education, substance abuse/mental health counseling/case management, family therapy, individual therapy, and group therapy using evidence-based practices.

In addition to the Director of the program, the retired principal and degreed educators on the team bring a wealth of knowledge concerning experience with state and Federal requirements such as, Title I programs in schools, Reading First, Safe and Drug Free Schools, Comprehensive School reform, 21st Century Community Learning Centers, SES Tutoring and the revised section 504 of the Individuals with Disabilities Education Act (IDEA). The IDEA revision to 504 was signed into law in 2004 and became effective in July 2005. Response to Intervention is specifically mentioned in the regulations in conjunction with the identification of a specific learning disability. The Individual with Disabilities Education Act (IDEA) 2004 states, "A local educational agency may use a process that determines if a child responds to scientific, research-based intervention as a part of the evaluation procedures" (NCLB 2001 Act).

According to the new provisions of the Elementary Secondary Education Act (ESEA New Federal requirements) the reform will allow flexibility in exchange for serious state-led efforts to close achievement gaps, to promote rigorous accountability and ensure that all students are on track to graduate from high school, college or career-ready (Title I Part A, U.S. Department of Education 2011). Logical Choice's Career Development services provides group based workshop and seminars for youths that consist of career assessments, job career industry research, career plans, resume writing, job interviewing, job retention, customer service training and job shadowing. Our service is in aligned with the Michigan's High School Career and Technical Education Standards and Expectations.

"One Common Voice-One Plan" relates to school improvement across the state of Michigan as
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part of the 21st Century School Improvement and implemented by the Michigan Department of Education. There will be a common vocabulary in the School Improvement Plan to address the School Improvement Planning requirements of Public Act 25 of the Revised School Code and the Elementary Secondary Education Act (ESEA). One voice-one plan, one report will involve requirements specific to the individual school building and Districts that will be required to create the District Improvement Plan (DIP). The new requirements are based on whether a school is Non-Title 1, Title 1 Targeted Assistance or Title 1 School-wide. The differences between Title 1 Targeted Assistance and School-wide programs are the Targeted Assistance Programs focus on the quality instruction provided by the Title 1 teacher, the School-wide Programs focus on meeting the needs identified in the Comprehensive Needs Assessment. Both programs must address scientifically research-based instructional methods that strengthen the core academic program of the school.

The School Improvement criteria should include a school reform model and align the model to Comprehensive Needs Assessment. The needs assessment is the vehicle for clarifying and providing districts and schools with a clear view of their strengths, areas of improvement, challenges and successes. The Continuous School Improvement Process supports the development and maintenance of a Resource to Intervention system. A well implemented Resource to Intervention (RTI) system will support and operationalize the School Improvement Process (Michigan Department of Education, 2010). Improvement is a continuous process used to ensure that all students are achieving at high levels. Continuous improvement of schools is vital to providing increase academic achievement. School staff must understand the process and recognize that it includes a number of steps, monitor the implementation of the plan and revise it when appropriate.

The AdvancED is a part of the National Central Association (NCA) that is responsible for the accreditation of colleges and schools. Accreditation is designed primarily to distinguish schools adhering to a set of educational standards. According to AdvancEd, there is a link between accreditation and school improvement using accreditation as a dynamic catalyst of the continuous improvement process. The School Improvement Plan provides a method for schools to address the state's requirement of Public Act 25 of the Revised School code and the ESEA including appropriate Title 1 requirements based on whether a school is Non-Title 1, Title 1 Targeted assistance or Title 1 School wide.

Logical Choice's principles are aligned with the Michigan Curriculum Framework and the Comprehension Needs Assessment. District's School Improvement Committees use the framework and content standards to determine what students should know. The Michigan Grade Level Content Expectations (GLCEs) are used to drive grade level expectations and provide clarity for what students are expected to know and be able to do at the end of the school year. The Michigan Education Assessment Program (MEAP) is the test that determines if schools make their Adequate Yearly Progress (AYP) and students make adequate performance levels each year. The Michigan Merit Curriculum holds students to consistent high standards that will prepare them for the "College-and Career-Ready Student Program. Successfully completing the rigorous Michigan High School Content Expectations (HSCEs) will give high school students a competitive edge for preparing to pass the Michigan Merit Exam (MME) and to give students a strong foundation for the College- and Career- Ready Student Program.

Exemplar 5: Sustainability Plan
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Sustainability Plan

Logical Choice recognizes the ramification of positive social, emotion and mental well-being as a precursor to optimal academic achievement in a safe school environment. The mission of Logical Choice is to reduce the high school drop-out rates by providing early intervention education with schools, parents and students by using Resource to Intervention, a multi-tiered system of supports to maximize student achievement and violence prevention activities. Logical Choice will build a sustainable plan for self-sufficiency by providing embedded professional development over the course of the three year grant period. The sustainability plan is designed for our team to work closely with the entire school staff modeling and coaching through the job embedded professional development process to build solid internal capacity. The embedded professional development activities include study groups, sharing groups, horizontal and vertical groups to capitalize on staff capacities to develop teacher knowledge on research practices that focus on **behavior** that involve the **mental health** of students, substance abuse, behavioral intervention and family instabilities that impede learning in school. Our expert professional team is comprised of Educators, Mental Health Clinicians, Case Managers, Mentors, and Counselors and will be on campus daily for support.

Year One of grant period

We will work with the school's staff to gather and analyze **all** data such as the MEAP results, attendance, behavior referrals, mobility rates, and the School Improvement Plan (SIP). We will focus on the following: 1) how the SIP addresses programs for at-risk students who are failing one or more core subjects and 10 or more absences in the first 30 days, 2) how the school provides services for parents of students that are at-risk, 3) how the school determines the academic needs of high, mid and low performing students, tracks attendance, grades and mobility rates, 4) how the school includes programs that adopt comprehensive case management approach to provide student and family support and 5) how the school brings family counseling, substance abuse treatment, family health services and comprehensive needs of students.

A timeline will be established with specific benchmarks, goals and activities designed to address school, students and parent needs and plan a two year program of embedded professional development activities to improve student achievement. Based on referrals submitted to our team, we will implement the **Group Mentoring and In School Suspension Program**.

Review with the principal the referral process that will take place prior to students receiving mental health services and other services Logical Choice provides.

Logical Choice will have a team on campus during school hours and available throughout the program phases so that corrective actions can be implemented in a timely manner. It is our intent to work with the principal or principal's designee bi-weekly concerning all program operations and activities such as: specialized intervention for students with greater level of needs and data collection/evaluation that will involve activities to monitor attendance, grades, test scores and behavior.

Implement the Positive Action k-12 Model that will improve student needs, parental involvement, academic, social, attendance and behavior.

Implement the Check & Connect Model that will provide effective job-embedded professional development activities to administrators, teachers, support staff, focusing on mental health, group mentoring, in school suspension, career development, intervention and technology.

- We will focus on Tier I, the prevention and intervention activities that are divided into three tiers depending on the student's level of needs.
- Monthly and mid- year progress reports are submitted to the administration.
- At the end of year one, Logical Choice will examine data collected, analyze and evaluate outcomes. Outcome evaluations will measure the impact of the population being served and demonstrate the value of the program.

Year two of grant period

- The two year timeline will be reviewed and modified as needed with specific benchmarks and activities designed to address student's academic, attendance, behavior and mental health issues.
- Continue data collection that is necessary evidence for decision-making needed to sustain programs that are successful. Group Mentoring and In School Suspension will be closely monitored for student code violations, excessive absences and regularly grade reporting of students in the program.
- Specific intervention for year two will be matched to students who are failing two or more core subjects and identify students requiring early interventions to keep problem behaviors from becoming habitual, attendance, drug abuse and mental health issues.
- Continue increasing home/school communication (family-school partnership).
- Principal and teacher leadership development will continue with on-going mentoring and coaching outlined in the professional development activities.
- The sustainability timeline will be reviewed and modified as needed.
- Support the school with the implementation of the intervention models and assist with any new teacher training and support services.
- Provide ongoing coaching to support school leadership and parents through embedded professional development activities.
- Ensure that the program has clearly defined goals and objectives and well-structured in order to maintain sustainability.
- As the principal, leadership team and teachers take on more responsibilities for the monitoring and operation of the programs, Logical Choice will gradually withdraw until the school is responsible for the full sustainability of the program.

Logical Choice will continue to be available after the two year grant period to ensure the programs implemented continue to meet the intended mission and goals. Logical Choice's Mental Health Clinicians/Case Managers and Program Director will make 30 and 60 day follow up calls to ensure interventions are continuing and provide Consultation support as needed.

Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Staff Qualifications

The principles and goals of the Logical Choice Company are to prepare students to be successful in urban classrooms/communities, institutions of higher learning or a career in the workforce. Logical choice offers services designed especially for students in K-12 who are experiencing mental health issues, attendance, behavioral problems, substance abuse, family needs, teachers, principals, administrators, and support staff who are interested in improving academic achievement, a safe school environment, prepare for MEAP/MME/ACT and other standardized tests. Logical Choice delivers a variety of research-based strategies and effective tools to assist general education students and students with special needs. Our expert professional team is comprised of Mental Health Clinicians, Case Managers, Mentors, Counselors and Educators. Team membership requires dedication, coupled with a strong commitment to assist urban students who struggle in K-12 and their families. The program outlined in this proposal will be spear-headed by the following Logical Choice Intervention Team (LCIT), vitae included:

- Kietric Jenkins, Executive Director and Organization Facilitator - will develop, organize, and manage the Logical Choice Intervention Team (LCIT) to be responsible for implementing the proposal specifications. Mr. Jenkins has over twelve (12) years of management, supervision, training and direct service experience with effective use of best practice such as Cognitive Behavioral Therapy, Person Centered Planning, and varieties of modalities surrounding counseling and social work. As a director, Mr. Jenkins displays expertise in mental health, substance abuse prevention, professional development, technology and job readiness/employment training.
- Kay Peters, Substance Abuse Counselor - will perform duties related to the cognitive behavior therapy, provide assessment tools, professional development, and collect cognitive surveys and data analyses.
- Xzun Z. Bellefant, Lead Mentor/Coordinator- Recruit, train and supervise mentors. Provide the planning of project implementation and operations.
- Michelle Joiner – Lead Mental Health Clinician monitor academic profiles, utilize the assessment tools and prepare professional development workshops.
- Dolores Johnson – Retired Principal, a transformational leader who modeled the way for envisioning powerful strategies to improve the school culture and student achievement which challenged the entire school community to reach her high expectations. Dr. Johnson took a low performing school and transformed it into a high achieving organization which met Annual Yearly Progress and was removed from restructuring sanctions under the NCLB Act 2001 on September 13, 2005, by the MDE. She will collaborate with principals and leadership teams to build capacity for sustainability, collect data, compile, and analyze in order to support and assist principals in using data to drive decision making, plan and co-facilitate JEPD that will be aligned with the instructional focus of the project.

VITAE

Kietric Jenkins
5575 Conner Suite 210
Detroit, MI 48213
313-622-9240

kjenkins@logicalchoicellc.onmicrosoft.com

Logical Choice's current executive director **Kietric Jenkins** will provide management supervision and direct service. Mr. Jenkins has over twelve (12) years of management, supervision, training, and direct service experience with effective use of best practices such as Cognitive Behavioral Therapy, Person Centered Planning, and varieties of modalities surrounding counseling/social work. As a director Mr. Jenkins displays expertise in Retail Fraud, Mental Health, Substance Abuse, Prevention, and Job Readiness/Employment Training.

Profile: I'm high energy, enthusiastic and dependable individual who excels in challenging and competitive environments. I demonstrate the ability to assess risk and respond appropriately. Knowledgeable in the areas of computer software and hardware: Word, Power Point, Access, and Excel. I also have experience in using Action Plans, IEP, Person Centered Planning, Genograms, Axis, Bio-Psycho Social Assessments, and ASAM criteria, DRA-2, BASC-32 and Behavioral Contracts.

Experience:

Executive Director November 2008-Present **Logical Choice, LLC**. Detroit, MI

Providing leadership and work with the Advisory Board to set the strategic direction, priorities, and policies for the organizations. Develop creative and innovative approaches to accomplishing goals and carrying out the mission of Logical Choice. Develop, organize, and motivate staff to maintain consistently high levels of performance in carrying out with Wayne County Department of Children and Family Services, State of Michigan, Detroit Public Schools, and the Office of Juvenile Justice Detention and Prevention. Effectively manage over \$300,000.00 annually to service community residents of Detroit and Wayne County, Michigan.

Developed and maintained relationships with policy makers, governmental departments, media, funders, member organizations, and other relevant parties in a manner that enhances the credibility, reputation, and leadership of Logical Choice in the areas of transforming systems and promoting wellness, mental health/substance abuse recovery and resiliency.

Assist in the community of related state, national and federal organizations representing the strategic interests of residents in the city of Detroit, Michigan.

Oversee the development and funding of all programs and services. Supervising and directing other staff as appropriate to deliver programs and services. Responsible duties consist of developing sources of funding and special projects to maintain operations. Monitoring and Managing Budgets, Preparing monthly and fiscal year reporting with the Department of Education, State of Michigan (Protective Services and Foster Care), City of Detroit, United Way and Wayne County Department of Children and Family Services.

Project Director/Program Manager/Counselor/ Wraparound Resource Coordinator/Case Manager August 2001-November 2010 **Family Service Inc. Detroit and Wayne County** Detroit, MI

Monitoring and Managing Budgets, Preparing monthly and fiscal year reporting with the Department of Education, State of Michigan (Protective Services and Foster Care), City of Detroit, United Way and Wayne County Department of Children and Family Services. Organizing and planning event for youth, mentors, mentees and families. Coordinate Volunteer/Mentor programs; provide trainings and site coordination over volunteers and employees. Provide prevention/substance abuse services on alcohol and tobacco use to Detroit Public Schools, Churches and Community Centers.

Provide in home counseling and therapy from a family focused perspective for residents of Wayne County and Detroit, Michigan. Develop treatment plans, referrals, case management, monitored tethers, organized monthly family dinners, mentorship, marketing and making group presentations. Work in the AIM (Alternative Intervention Method) and AIM Advantage programs as a coordinator/Counselor in providing intervention in homes from the age Groups 5-12 and 13-17 to address behavior modification. Assist client with reading and behavioral assessment. Coordinate Volunteer services and manage program benchmarks. Handle cases involving sex offenders, ex-offenders, abuse and neglect, grief and replacement attachment.

Career Counselor/Program Developer/ November 2007 to Present, **Strategic Builders Inc.** Detroit, MI -Develop assessment tools and structured curriculum for high school students in the areas of academics and career development. Conduct individual and group counseling sessions to help clarify career goals. Identify appropriate educational/training paths and social/financial supports. Provide resume writing, interviewing skills, professional career shadowing and social development. Assist High School Students with job search, individualized career plans and assessments. Identify barriers and record outcome reports for reporting to The Skillman Foundation.

Career Developer/ACT/SAT Instruction April 2008 to April 2009 **CDC Prevailing Church** Detroit, MI- Assisted clients' with developing Career plans; Provide resume writing techniques and assistance with job search; Administer Pre SAT/ACT testing for students; Develop Community projects to address Prevention Strategies; Utilize Holland assessments and Self Directed Search Surveys for Career Interest; Administer Personal Inventory materials surrounding employment, educational, social and psychological needs.

Outpatient Case Manager November 2005-September 2007 **Team Mental Health** Detroit, MI- Provided person centered planning, linking and referral services for consumers with mental health illnesses to provide clinical compliance. Transported consumer's to/from clinical appointments for treatment and medication to ensure retention with treatment. Provided outreach counseling and therapy to increase community awareness as a mental health provider. As a case manager I developed resources for Social Security assistance, medical, food/ shelter services to increase overall health. Handled billing for Medicaid consumers for case management service which produced over 1.8 million annually.

Assessment Instructor/ Resource Broker November 2002 - November 2005 **JVS** Detroit, MI- Provided job development and training opportunities to males / females between the ages of 18-65 to address unemployment and educational barriers. Assisted over 350 clients with person centered planning and barrier busting to produce an 85% job placement rate. Provided outreach counseling and referral services with our Partner agencies (Gateway Treatment Facility, NOAH Project, Career

Initiative Center, Goodwill Industries and NFI) to increase marketing for a 3 million dollar budget. As A Resource Broker Facilitated Life Skills sessions and Employer forums for over 400 consumers; to increase communication skills, job readiness and job marketability. Additional duties involved facilitating testing for career and educational tools TABE, BESI and MOIS assessments.

Assistant to Program Director/Quality Assurance Coordinator/Case Manager/Job Development Specialist November 1999-May 2001 **Covenant House Michigan/Executive Office**, Detroit, MI – As a Program Director duties consisted of maintaining functioning of the community and crisis centers, which serviced over 500 youth annually in the city of Detroit, Michigan. As Quality Assurance Coordinator I evaluated the performance of employee's looking for strengths and weaknesses to increase program effectiveness. Implemented an effective database and monitoring of the workstations connected to the Server to increase internal/external communication. Case Management and counseling for at risk youth ages 16-22. As a Case Manager I Instructed group sessions dealing with issues such as anger management, life skills, social enrichment and drug abuse to decrease restiveness. Provided outreach counseling and intervention for the Metropolitan area of Detroit. As a job developer I assisted clients between the ages of 16-22 in career planning and training opportunities. Provided job leads for clients in need of employment and setup programs designed to develop essential life skills.

Education:

M.S. in Human Services Capella University Specialization: Community and Social Services
Minneapolis, MN

B.S. in Human Services Arkansas Baptist College Little Rock, AR

University Of Arkansas at Pine Bluff Pine Bluff, AR

Licensure(s): Registered Michigan Social Worker Technician, CADC (Certified Addictions and Drug Counselor), CPS (Certified Prevention Specialist), QSAP (Substance Abuse Professional)
DOT

Kay Peters
32302 W. 12 Mile Rd
Farmington Hills, MI 48334
248-416-6953
Kay_daze@hotmail.com

Logical Choice's current director of operations Kay Peters has over five (5) years of clinical experience in the arena of substance abuse treatment and quality assurance. As director of operations Ms. Peters acts as a community link for using best practices/evidence based practices for serving youth within the community. As a Limited License Professional Counselor (LLPC) and Certified Advanced Alcohol and Drug Counselor (CAADC) Ms. Peter's hold extensive expertise in utilizing theories, modalities, and approaches to substance abuse and the counseling profession.

EDUCATION

University of Detroit Mercy -Detroit, MI

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WORK EXPERIENCE

Director of Operations – November 2008-Present
Logical Choice LLC Detroit, MI

Develop and executes new strategic Logical Choice Clinical initiatives designed to support corporate goals including State of Michigan Licensing. Develop new and enhance existing relationships with collaborating and or partnered organizations. Ensure compliance with contractual, regulatory and Quality Assurance requirements and standards. Participate in implementation of key program initiatives such as improved mental health / substance abuse Integration. Analyze data from multiple sources to identify and respond to trends and / or emerging issues Provide input as needed on provider credentialing, profiling and network development. Provide input to the strategic planning process for the Clinical Division.

Access Management Service Quality Assurance-December 2008- Present
Southeastern Michigan Coordinating Agency (SEMCA) –Taylor, MI

Provide ongoing monitoring, evaluation, and measurements to improve care of patients seeking treatment. Complete, review and maintain documentation and policies to remain compliant with state and federal regulations and guidelines. Assist in development of policies and procedures, which will assist treatment providers in accessing information more efficiently.

Contractual Therapist-October 2006-2009

Professional,

Preventive, Restoration and Consultant Services (PPRCS) –Detroit, MI

Conduct in home therapy and assessments for families involved in the child welfare system (JAIS) located throughout Detroit and Wayne County, Michigan. Provide substance abuse and mental health counseling. Responsible for: bio-psychosocial assessments, treatment plans, court reports, drug and alcohol assessments, and communications with Department of Humans Services.

Contractual - Access Management Service Agent January 2008 – Present

The Information Center – Taylor, MI

Telecommunicating, Assist clients who are need of substance abuse treatment. Provide the following telephone services: screenings, assessments, addressing financial and insurance information, appointments and help line.

Access Management Service Agent-December 2005- 2008.

Southeastern Michigan Coordinating Agency (SEMCA) –Taylor MI.

Provide substance abuse assessments to clients. Interface with substance abuse providers and facilities to ensure client continuity of care. Provide site visits to ensure providers are compliant with substance abuse policies and procedures required by SEMCA.

License/Certifications: **LLPC, CAADC (State of Michigan/IC & RC)**

XZUN Z. BELLEFANT
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OBJECTIVE: To contribute my community engagement, case management and program management skills to a team centered government, non-profit or community service organization that is outcome driven and client focused.

EXPERIENCE:

Man Power Mentoring, Inc. Detroit, MI Executive Director 3/1/07 - Current

Primary responsibilities involve oversight of the organization's administration and operations. As Executive Director I am responsible to the Board of Directors and oversight of total programmatic activities, including development of grant responses, strategic plans and revenue development plans required for approval by the Board of Directors. Other duties include: Execution of contracts, grants and other official financial and nonfinancial agreements to which Man Power Mentoring, Inc. is a party Collection of program and financial data necessary for management, evaluation, and reporting. Administration of the organizations personnel management system and monitoring and evaluation of operations Procurement of personnel, services, insurance, equipment, materials and supplies; and management of a complaint/grievance system to hear and resolve grievances. Determine personnel needs; select, hire and terminate staff; establish and maintain MPM's personnel management and compensation policies and rules.

Xzun Business Consultants LLC. Detroit, MI Lead Consultant 6/1/07 - Current

I conduct grant writing, capacity building and program/business development activities for non-profit and for-profit entities. Completed over sixty successful 501 (C) (3) applications, development of business plans as well as provide consultation services for federal, state and foundation grant programs. Successful awards include: DOL, DOJ, Youth Development Commission, Staples Foundation, United Way, New Detroit and Pay It Forward Foundation.

Wings of Faith, Inc. Detroit, MI Project Coordinator 02/04 to 12/08 (Grass Roots Organizations Connecting to One Stop Service Centers)

Primary responsibilities involved writing and implementation a U.S Department of Labor grant work plan, overseeing staff and volunteers, and recruiting, referring and servicing youth and adult ex-offenders, disabled, homeless and veteran populations. Conducted job development and workforce development activities that led to 100% placement outcomes and sustainability of the program beyond funding.

Case Manager/Lead Mentor (Michigan Walk With Me Program & Juvenile Reentry Program)

Responsible for managing a caseload of 26-32 ex-offenders with substance abuse, mental health and/or employment challenges in a Community Reentry Authority Program. Case Management Services included group therapy, one-on-one mentoring services and resource information to adults

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reentering the community of Detroit. Provided facilitation of cognitive restructuring curriculum as Lead Facilitator of the program and maintained quality reporting and documentation required for the position. Worked closely with parole Field Agents and team members to maintain a progressive pilot program, which lead to refunding.

Coordinator/Lead Mentor (Juvenile Michigan Reentry Initiative)

Coordinating a faith based mentoring program that served over 120 youth between the ages of 14-21. Recruit, train and supervise part time and volunteer mentors that conducted mentoring services by visiting secure juvenile facilities in the state of Michigan as well as home visit sessions. Provide oversight and planning of project implementation and operations. Prepare proposals, maintained budget requirements and ensured quality of program delivery. Created and maintained relationships with contractors and sub-contractors. Maintained payroll for staff, weekly as well as monthly reports for the Program Director, contractors and/or funders.

Cumberland Community Service Agency Nashville, TN 02/02 to 03/03 Project Director (Youth Career Tracks Program)

Responsible for overall success of W.I.A. Funded Youth Program. Recruited training host sites, education resources, and financial resources to provide services to youth referred to the pilot program as well as oversee all subcontractors to insure grant program compliance and safety/security of youth. Recruited and acquired adequate community resources to meet the needs of disadvantaged youth and young adults. Promoted program offerings to the community and educate eligible participants and parents about program objectives. Provided appropriate supervision to program staff and volunteers to ensure quality of program delivery. Manage and insure all projected outcomes for the Workforce Essentials/Youth Career Tracks Grant are carried out according to contract specifications. Manage funding budgets and reallocate funds to meet objectives of program goals as needed. Collaborate with Fiscal Services to insure program billing is completed, youth stipends are paid, and ensure budget compliance. Maintain a quality recruitment and enrollment process to ensure the eligibility of disadvantaged youth.

SER Detroit, MI 11/99 to 03/01 Lead Case Manager (Youth Opportunity Movement)

Duties included insuring program goals and objectives meet evolving standards of the Workforce Investment Act, funding sources and the implementing agency. Worked closely with the Program Director to implement and maintain partnering relationships with over 26 local agencies. Provided oversight of the recruitment, orientation and enrollment process. Ensured that youth participants received adequate services and ensured quality of programming provided by program contractors. Responsible for providing qualitative and quantitative statistical data to the City of Detroit's Employment and Training Department, Department of Labor and Office of Inspector General. 4

Career Works Inc. Highland Park, MI 8/98 to 10/99 Trainer/Facilitator (Work First Program)

This Position required development and implementation of various training techniques and workshops for Work First Participants. Achieved and transcended program goals by providing job development and placement skills training to participants with the goal of long term employment as well as providing referrals to partnering agencies. Duties also included co-writing grants, training curriculums and training manuals for staff and participants within the Welfare to Work Program.

EDUCATION:

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Tennessee State University Nashville, TN B.A. English 1991 to 1997

University of Phoenix Southfield MI Masters of Business Administration August 2007

Addiction Technology Transfer Center Washington DC. Serious and Violent Offender Reentry Initiative (SVORI) Train the Trainer

Michelle Joiner
18032 Fleurdelis
Clinton Twp, MI 48038
313-399-4778
Joinmi1@aol.com

Logical Choice's current lead mental health clinician of programs Michelle Joiner has over fourteen (14) years of clinical experience in the arena of substance abuse treatment and quality assurance. As lead Clinician Ms. Joiner acts as a community link for using best practices/evidence based practices for serving youth within the community for individual and or group sessions. As a Limited License Professional Counselor (LLPC) and Certified Advanced Alcohol & Drug Counselor (CAADC) Ms. Joiner holds extensive expertise in utilizing theories, modalities approaches to substance abuse and the counseling profession.

EDUCATION:

M.A. Counseling, Wayne State University

B.A. Industrial Psychology, University of Detroit

WORK EXPERIENCE

Logical Choice, LLC. Detroit, MI November 2008-Present

In School Suspension Coordinator

Coordinate and oversee program operations at the school site. Perform academic and behavioral assessments. Distribute program materials and ensure program sites and volunteers have necessary program materials. Assist Director of Program with volunteer recruitment, interviewing, supervision, coordination, training and tracking. Interface as required with program sites, staff and parents to develop collaborative relationships. Coordinate parental consent forms and ensure all required program documentation is in students /clients file. Coordinate, collect and analyze the implementation, administration and documentation of program evaluation materials. Collect and document program monthly reports forms. Assist Director of Programs to coordinate program field trips, student and volunteer recognition and end of program activities. Collect and ensure documentation and sign off on volunteer time sheets. Provide resolutions where appropriate for any challenges that arise. Coordinate periodic volunteer training and debriefing workshops. Attend conferences to increase 'best practices' knowledge. Attend all required staff meetings and programs

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specific conferences as required. Oversee and ensure maintenance of data base for interested and working volunteers. Track mentees, goals reached and program outcomes. Prepare monthly reports. Assume additional duties and responsibilities as assigned by the Director of Programs.

Southeast Michigan Community Alliance, Taylor, MI October 2005-Present

Access Management Systems Representative. Provide telephone screenings for uninsured and underinsured individuals seeking substance abuse treatment. Assist the Treatment Contract Manager with leading annual site visits to provider network as well as quarterly site visits. Assist Treatment Contract Manager with project completion. Score Request for Proposals (RFP). Conduct utilization review.

Parkview Company March 1996- October 2005

Substance Abuse Counselor and Assistant Supervisor. Provided individual and group counseling sessions to those persons addicted to various substances. Managed paperwork required by facility and funders (state and federal). Coordinated relationships with clientele and coworkers to enable productive environment. Implemented policies and procedures in supervisory role.

License/Certifications: **LLPC, CAADC (State of Michigan/IC & RC)**

DOLORES Y. JOHNSON, Ed. D.

**29143 W. Chanticleer Drive
Southfield, MI 48034
(248) 200-7712 (h)
(313) 320-0240 (c)
Ydj1977@sbcglobal.net**

EDUCATION:

Doctor of Education, Administration and Supervision-General,
Wayne State University, May 1993
Educational Specialist, Administration and Supervision-General,
Wayne State University, 1991
Master of Education, Educational Leadership
Wayne State University, December 1990
Bachelor of Science, Major: Elementary Education,
Cleveland State University, 1975

PROFESSIONAL DEVELOPMENT:

Using Data to Close the Achievement Gap Fall 2009 Atlanta, Georgia -
ABC Coaches Institute Michigan State University East Lansing, Michigan 2007, 2008 -
A Series of Leadership Workshops Summer 2002-Spring 2006, Wayne Regional Educational
Agency Wayne, Michigan 48184 - Curriculum Theory and Development 3 credits, Exec Leadership/
Decision Making 3 credits, Mary Grove College 6 credits Detroit, Michigan May 2004 - Closing the
Achievement Gaps, Council of Great City Schools, Detroit Public Schools 2003 - Lorraine Monroe
Leadership Institute Canton, Ohio Summer 2003 - Five Minute Walkthroughs Phyllis Hunter Detroit
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Public Schools Spring 2002 - Leadership Accountability Principal's Center Harvard University
Boston, Mass June 2002 - Marva Collins Seminar Milwaukee, Wisconsin Fall 2002 - Comer
Reform Model Training Yale University Spring 2001 New Haven, Connecticut 06520 - Malcolm
Baldrige Training Detroit Public Schools Spring 2001.

Certifications

State of Michigan Administration
A E Elementary
A C Central Office
Provisional Certificate K-8 All Subjects
Grade 9 CX

PROFESSIONAL EXPERIENCE:

Principal Leadership Coach July 2007 – May 2008
Wayne Regional Educational Agency 33500 Van Born Road Wayne, Michigan 48184

SPECIAL SKILLS AND ACCOMPLISHMENTS

- Succeeded in coaching the principal to model behaviors of an instructional leader (problem solving, listening, delegating, etc.)

PROFESSIONAL EXPERIENCE:

Principal August 2001-June 2006
Drusilla Farwell Middle School 19955 Fenelon Street Detroit, Michigan 48234

SPECIAL SKILLS AND ACCOMPLISHMENTS

Ability to multi-task, prioritize and organize multiple projects/tasks concurrently while meeting required deadlines and have excellent leadership and organizational skills; strong oral and written communication skills.

- Succeeded in obtaining the Annual Yearly Progress Goal (2003-2005)
- Succeeded in revitalizing the staff and building consensus among teachers and the community
- Implemented a variety of intervention programs to promote student achievement through effective leadership that included modeling, rewards, increased visibility, and communication
- Organized smaller school communities within the school to reduce overcrowding
- Created a safe, productive, caring, and positive school climate through effective leadership that included high expectations for student and teacher performance
- Developed a curriculum that integrated technology in math and science classes, eMART and Forensic Science
- Trained staff to utilize GAP Analysis to interpret Test Data to improve student achievement

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- Established an emphasis on instruction and ensured that all students were academically challenged
- Established an Inclusion Program for Special Education Students
- Implemented Differentiated Instruction in math and reading classrooms
- Supervised and monitored grade level bi-weekly meetings that emphasized MCF, benchmarks, GLCE and DPS pacing charts
- Monitored the AS 400 for Full Time Enrollment
- Demonstrated fiscal responsibility and integrity
- Coordinated and supervised Title I and 31A funds
- Developed a unique partnership with Verizon, Daimler Chrysler and DTE Energy
- Implemented Community In Schools Program
- Received recognition from the Skillman Foundation
- Implemented the monthly book club for parents to further increase parental involvement in the community
- Conducted Professional Workshops for staff as the Instructional Leader
- Implemented the Classroom Performance System (CPS) in all classrooms
- Rewarded staff and students for accomplishments
- Evaluated and supervised staff

PROFESSIONAL EXPERIENCE:

Assistant Principal August 1994- 2001

Farwell Middle School 19955 Fenelon Street Detroit, Michigan, 48234

SPECIAL SKILLS AND ACCOMPLISHMENTS:

- Placed substitutes for absent teachers
- Prepared and monitored schedule for support staff
- Prepared monthly calendar and newsletter
- Conducted departmental meetings
- Organized an effective lunchroom operation
- Monitored and enforced discipline in compliance with District procedures in accordance with the Student Code of Conduct
- Fulfilled other duties and responsibilities assigned by the Principal
- Organized and directed the After School Program
- Coordinated and facilitated professional development activities

PROFESSIONAL EXPERIENCE:

Curriculum Leader August 1993-1994

Drusilla Farwell Middle School Detroit, Michigan 48234

- Monitored Eleven Language Arts Teachers
- Evaluated lesson plans
- Prepared weekly notes

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- Assisted with writing School Improvement Plan

SPECIAL SKILLS AND ACCOMPLISHMENTS:

- Trained teachers to use the time management approach
- Facilitated Professional Development Activities

PROFESSIONAL EXPERIENCE:

Language Arts Instructional Specialist Sept. 1990-1993
Detroit Public Schools Area B Office

- Assisted with the development and implementation of the total Language Arts Curriculum
- Demonstrated instructional strategies for classroom teachers in Area B
- Published MEAP and District practice materials

ACCOMPLISHMENTS AND SPECIAL SKILLS:

- Organized and assisted teachers with classroom management
- Trained teachers to utilize the Direct Instruction Model

PROFESSIONAL EXPERIENCE:

Homeroom Teacher September 1985-1990
Detroit Public Schools Birney Elementary School Detroit, Michigan

ACCOMPLISHMENTS AND SPECIAL SKILLS:

- Reading Resource Teacher Title I: 1989-1990

PROFESSIONAL EXPERIENCE:

Teacher
St. Brigid Catholic School September 1979-1985
8735 Schoolcraft Detroit, Michigan

ACCOMPLISHMENTS AND SPECIAL SKILLS:

- Summer School Teacher in charge Summer 1985

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REFERENCES

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SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

\$50.00 paid

MICHIGAN DEPARTMENT OF ENERGY, LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES	
Date Received	(FOR BUREAU USE ONLY)
<p>FILED</p> <p>APR 20 2009</p> <p>Administrator BUREAU OF COMMERCIAL SERVICES</p>	
<p>This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.</p>	
Name	Logical Choice
Address	30557 Woodstream Drive
City	Farmington Hills MI 48334
State	MI
Zip Code	48334
EFFECTIVE DATE:	

Document will be returned to the name and address you enter above. If left blank document will be mailed to the registered office.

ARTICLES OF ORGANIZATION

For use by Domestic Limited Liability Companies

(Please read information and instructions on last page)

Pursuant to the provisions of Act 23, Public Acts of 1993, the undersigned execute the following Articles:

D25478

ARTICLE I

The name of the limited liability company is: Logical Choice LLC

ARTICLE II

The purpose or purposes for which the limited liability company is formed is to engage in any activity within the purposes for which a limited liability company may be formed under the Limited Liability Company Act of Michigan. Individually, Group, Family, Substance Abuse, Project Management, Compliance, ERP/SAP services and consulting, Outreach Services, Recruitment Services, Consulting Services and Employment Services.

ARTICLE III

The duration of the limited liability company if other than perpetual is:

ARTICLE IV

1. The street address of the location of the registered office is:

30557 Woodstream Drive, Michigan 48334
(Street Address) (City) (Zip Code)

2. The mailing address of the registered office if different than above:

_____, Michigan _____
(Street Address or P.O. Box) (City) (Zip Code)

3. The name of the resident agent at the registered office is: Katrice Jenkins

ARTICLE V (Insert any desired additional provision authorized by the Act; attach additional pages if needed.)

Signed this 20th day of April, 2009

By Kay Peters Katrice Jenkins
(Type or Print Name(s) of Organizer(s)) (Signature(s) of Organizer(s))
Katrice Jenkins
(Type or Print Name(s) of Organizer(s))

Certificate of Insurance (Proof of Coverage) Date Issued: 11/10/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND, OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

Insured Name and Mailing Address*	Program Administrator
Logical Choice, LLC Kietric Jenkins 32302 West 12 Mile Farmington Hills, MI 48334	Administered By: CPH and Associates 711 S. Dearborn, Suite 205 Chicago, IL 60605 P. 312-987-9823 F. 312-987-0902 info@cphins.com Underwritten By: Philadelphia Indemnity Insurance Company
<i>*Additional insured locations are often requested by individual business owners who have more than one office. Your coverage is portable, meaning that you are covered at any location for practice under the occupation(s) listed on your policy.</i>	

Coverage

Policy #: E77527	Effective Date: 10/11/11	Expiration Date: 10/11/12
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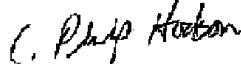
THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

Limits of Liability		Coverage Part
EACH OCCURRENCE (Per individual claim)	AGGREGATE (Total amount per policy year)	
\$1,000,000	\$5,000,000	Professional Liability
\$1,000,000	\$3,000,000	Commercial General Liability Includes: General Liability, Fire & Water Legal Liability, and Personal Liability
\$15,000	\$15,000	Property Coverage
\$1,000,000	\$5,000,000	Supplemental Liability
Unlimited	Unlimited	Defense Expense Coverage
\$35,000	\$35,000	State Licensing Board Investigation Defense Coverage
\$15,000	\$15,000	Assault Coverage
\$10,000	\$35,000	Deposition Expense Benefit
\$5,000/person	\$50,000	Medical Expense Coverage
\$15,000	\$15,000	First Aid Coverage

Description/Special Provisions: General Liability Premises:

5575 Conner, Ste 210
 Detroit, MI 48213

Certificate Holder	Cancellation
Office of the Wayne County Executive 500 Griswold Detroit, MI 48226	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

Holder has also been added to the policy as an additional insured:** <u> X </u> Yes/ <u> </u> No **If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).	Authorized Representative  C. Philip Hodson
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DISCLAIMER: The Certificate of Insurance does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend, or alter the coverage afforded by the policies listed thereon.